

THE
COMMON SCHOOL JOURNAL.

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PREVENTIVE DISCIPLINE.

Whosoever disinterestedly looks upon society, as at present constituted and carried on, must, I think, be struck with a suspicion, if not with a full conviction, that, in almost every respect, men are working against wind and tide, and, of course, to great disadvantage. This was true of all science, until Lord Bacon taught the simple ones, that it was wiser to collect facts, and reason from them, than to frame theories and deduce from them the desired facts. But it seems still to be true in some departments of science, and in most of morals, that we are laboring up-hill, and a slight glance at a few of the objects which most occupy men, will serve to illustrate the idea that we wish to bring home to the bosom of this community.

There is much disease and physical debility in this world, and no one can deny that much power and much talent are employed to eradicate it. But how are these applied? No person thinks of sending for the physician till he is sick. He goes on, ignorant in a great measure not only of the general laws of health, but of those particular laws which relate to his own constitution, until disease appears, and then the physician is called in, a course of treatment is undergone, the patient, perhaps, is set back at the point of departure, and left, too often without light, to grope on again until he can go no farther alone.

Now the probability is, that if, as soon as a child is born, and before he is sick, a judicious physician should be employed to examine his physical frame, and prescribe a course of education applicable to his condition; and this course should be followed out as rigidly as that prescribed for the dangerously sick, the child would be secured against disease; and though the expenses of medical advice should be as great for prevention as it is now for cure, it would be something to have

prolonged life, to have escaped the pains of sickness, and the loss of time arising from bodily weakness and long confinement.

So, until lately, the labors of the clergy have been directed mainly to the conversion of adult sinners; and, probably, it is the difficulty of the work which makes one conversion a source of joy to the already blessed. The children, to be sure, attend church with their elders, and hear the service, which is not once in a year especially directed to them, or comprehended by them, if ever so earnestly attended to. Of late, the Sunday school has come to the help of the clergyman, and, no doubt, is supplying, in some measure, the defect to which we have alluded; but, after all, the pastor is obliged to neglect the sheep of his flock if he would take care of the lambs; or he must leave them in the keeping of persons, seldom fitted by personal influence arising from a suitable education and from religious experience, to communicate high and enlarged views of duty, and to impress the solemn truths of Christianity upon the hearts of playful and thoughtless children. The world has been going on in this way eighteen hundred years, and yet how few of the principles of our holy religion are understood by adults, how few children begin to learn them at all. How far are we from being a Christian community!

Again, our statute books are full of laws enacted to punish offenders, but hardly a solitary law has for its object the prevention of crime by removing the temptation to it. Penalties for the infraction of laws are abundant. The starving boy is warned not to satisfy the cravings of nature, however keen, on penalty of imprisonment; but there is no statute providing for sudden cases of destitution, and for the prevention of unavoidable crime. We are aware that the poor, who are starving, may resort to the almshouse, and receive aid as paupers; but as this involves certain disgrace, theft, which may possibly escape detection, will always be preferred by those who have any pride, or any love of liberty. The probability is, that the number of petty larcenies that escape detection must be in the proportion of a thousand to one.

There are many statutes compelling the community to punish and support the vagrant, but not one to enable the same community, in self-defence, to prevent a child from ever becoming a vagrant. The only approach to such a statute, perhaps, is the law prohibiting the sale of spirituous liquors, and that, we are told, can not be effectually enforced. It probably can not be, until suitable measures are taken to educate the low propensity which this law only attempts to restrain.

Perhaps the late law establishing a benevolent society for the humane purpose of furnishing employment to prisoners

released from confinement, may be ranked with preventive laws. It is entitled to this distinction, but excellent and necessary as it is, who does not see that it is laboring at the wrong end of society, and will always have full occupation, until the causes which lead to imprisonment itself are removed. This benevolent work ought to be done, but the other must not be left undone.

So the establishment of the State Reform School, of which some account has lately been given in our pages, is a great improvement upon former legislation, and who would not wish the number of such schools to be multiplied all over Christendom. But still the dreadful fact stares us in the face, that the pupils of this school are only qualified to become such by crimes, which probably might have been prevented, at one fourth of the expense now incurred for their detection, conviction, confinement and education, and which should have been prevented at any cost, the great error consisting in our reversing the true order, and placing that instruction last, which should have taken precedence of all the rest.

The Boston Farm school, where children prone to evil, but yet not guilty of statute offences, are secluded from temptation, and subjected to a kind and rational course of moral discipline, deserves, more than any other institution, to be called preventive; but, even here, none are candidates for admission but those who have given serious cause for alarm. In the present condition of society we want such schools, many of them, but we trust the early introduction of a better system will render even them unnecessary. Of this better system, we shall endeavor, from time to time, to speak, and, believing that we are not alone in our views of this great subject, we earnestly call upon all who have facts or experience to aid us in the work.

FLINTY-HEART, OR THE HARDENING PROCESS.

[From Charcoal Sketches, by Joseph C. Neal.]

"I'll knock your head off!" formed the earliest outpouring of maternal tenderness that little Flinty-heart could bring to mind, and it was an impression, both mental and physical, which time has been unable to efface;—young Flinty-heart being affected with a crossness and perversity at a moment when his good mother had no temper for endurance. Young Flinty was, of course, forthwith accommodated with a sonorous box on the ear, intended mainly to soothe his per-

turbed spirit, while it likewise served all the purposes of an orrery, for he saw quite as many stars as ever become apparent to the astronomer.

"Won't you hush?"—and as Flinty gave no token of acquiescence, but, on the contrary, expanded his mouth still wider, he was "taken and shaken" to the variation, though, perhaps, not to the improvement of his vocal strain. "That boy will be the death of me," thundered paternity, in the shape of Mr. Flinty-heart, who had come ravening homeward for his dinner, and whose ascerbities were, therefore, in a high state of activity. "My dear, why don't you hush him up at once?" added he, giving force to the idea by a dumb motion, pantomimic of a spank.

"He can't be hushed up, as you call it," replied Mrs. Flinty-heart. "I am sure it is not my fault; no mother pays more attention to her children than I do,—I've been slapping him and shaking him, off and on, the whole blessed morning,"—and she immediately offered a few more samples of both methods of operation,—“but, in spite of all I can do, he is bad as bad can be yet. I can't think, for my part, what the brat would have.”

"Pshaw!" retorted old Flinty-heart, "you women never know how to manage a child,—let me have him a minute!" and Flinty went at him with a zeal probably deserving of better success; but little Flinty continued, notwithstanding all the parental care lavished upon him, to roar and to whine alternately, until he fell fast asleep through weariness and exhaustion.

Thus ended one day in the life of little Flinty-heart; this one day exposing with clearness the principle on which his domestic education was conducted, and perhaps, likewise, affording a glimpse of the results to which it led. His parents had no other method of training intellect, and of forming character, than that which may be described as the system of terrorism, and, with the best intentions in the world, to terrorism they resorted upon all occasions of discipline. It seemed to simplify the problem so, and to condense, as it were, all the perplexing theories of youthful cultivation into a plain and practical doctrine, capable of being applied on the instant, and under any circumstances whatever. There was a saving, too, of time, and care, and thought, in coming to the comfortable conclusion that the wisest way of bringing little Flinty up was to knock little Flinty down. It levelled the difficulty at once, besides being so wholesome and pleasant to the disciplinarian, who, in this view of the subject, is under no obligation to suppress wrath, or to restrain the emotions of

impatience ; at once gratifying his own pugnacity, and giving the pupil an impulse forward in the walks of useful knowledge.

But it must be confessed, however, unfortunately, both for the theory here alluded to, and for little Flinty-heart himself, that, while no boy ever had more *pains* bestowed upon him in the process of education, no boy ever yielded more *pains* in return, as if it were on a principle of poetical justice that caused the sowing and reaping to be similar in kind. Little Flinty was corrected every day of his life, sometimes twice, if not thrice a day, and yet popular report set him down as proverbially the worst lad in the neighborhood, so that the only advantage derived by either of the parties, from so much toil of arm and expenditure of strap, was—the exercise.

ORIGIN OF THE POSSESSIVE CASE.

THE question is often asked what is the origin of the termination which now marks the possessive case of English nouns. In the time of Addison, some one maintained that it was a contraction of the word *his*, John's book meaning John *his* book. But Addison, or some writer in the Spectator, exposed this error by asking whether *Mary's bonnet* was equivalent to Mary *his* bonnet? In a learned work by Thomas Godwyn, entitled, 'Moses and Aaron,' published at London, in 1685, a fair sample is given of the unsettled state of usage in regard to this case, and we have thought that a few selected sentences would be interesting to the curious teacher.

His *Majesties* household. *Gods* people.

According to *Jacobs* prophecy. After *Herods* time.

From between *Judahs* feet. *Fathers* and *mothers* side.

Every *ones* genealogy was registered.

His *daughters* daughter, and his *wives* daughter.

Goliahs spears head weighed twenty-five pounds.

The *peoples* return.

I Humbly crave your *Lordship's* protection.

Your *honour's* in all duty. *Diana's* temple.

The *high-priest's* life. *Herod's* temple.

Men sacrificed in *womens* apparel, and women in *mens* apparel.

Till the two *tribes* cleaving to Rehoboam.

In *Moses his* days. *Zaccheus his* name.

A token of the *Messiah his* coming.

Pilate his souldiers clad Jesus in purple, but Herod of Galilee put on him a white garment.

Levi his posterity were called Levites.

Cyrus his reign. *Moses his* tabernacle.

Thus they were in *Moses his* time.

He was *Antigonus his* scholar.

About the time of our Savior *Christ his* nativity.

Their ordinances did symbolize in many things with *Pythagoras his*.

John leaned on *Jesus his* bosom.

Herod, the *Askalonite, his* reign.

Every province had *his* several society, and every society *his* distinct governor.

This use of *his* for *its* prevails in the common version of the Scriptures.

The governors rent *Paul* and *Silas their* cloaths.

As it appeareth by the Samaritan *woman her* speech.

It appears that the apostrophe was introduced mainly to distinguish the possessive singular of the noun from its plural form. The absurdity and awkwardness of using an adjective pronoun soon caused its discontinuance. There is no instance in the volume of the use of an apostrophe without the *s*, and as nearly as we can discover, the apostrophe was not used in the plural when the book was published.

At present, custom is uniform, except in the possessives of nouns singular ending in *s* or *ss*. But there needs to be no difference here, if the apostrophe be used without *s* only when no additional syllable is heard in pronouncing the word. When Murray said, half a century ago, that sometimes the apostrophic *s* may be omitted, his *exception* was mistaken for a general *rule*, and the school grammars ever since have so proclaimed it on his authority! Murray was right in saying *conscience' sake* and *righteousness' sake*, but he probably would have said *Conscience's claims*, and *Righteousness's final reward*. The insertion of *his* after such words as *Moses*, *Zaccheus*, *Antigonus*, and *Pythagoras*, in the examples above given, show clearly what correct pronunciation required, and probably the word *his* was used to direct the speaker, and not from any belief that the apostrophe and *s* were a contraction of it.

DR. WALLIS.

MASTER EZEKIEL CHEEVER.

In the twenty-third number of last year's Journal, a brief notice was given of a funeral sermon delivered by a pupil on the death of the venerable Cheever, and a promise was made that further extracts should be given. The first extract we shall give, relates to the value of teachers, and the inadequacy of their compensation. The sentiments expressed by the preacher nearly a century and a half ago, are as applicable to our times as to his, and we republish them as throwing light upon the history of our schools, and in the hope that a voice coming unto the present generation, as it were from the dead, may induce them to repent.

"Worthy of honor," says the preacher, "are the teachers that convey wisdom unto our children; worthy of double honor those who convey *saving* wisdom to them. These, our schoolmasters, deserve a great encouragement. We are not wise for our children, if we do not greatly encourage them. The particular persons who have their children in the tutelage of skilful and careful schoolmasters, ought to make them suitable recompenses. Their stipends are far short of their deserts. They deserve additional compensations. Their pains are not small. What they do is great, and surely our children are very dear to us. I cannot but observe it with a just indignation, that, to feed our children, to clothe our children, to do any thing for the bodies of our children, or perhaps to teach them some trifle at a dancing school, scarcely worth their learning, we count no expense too much. At the same time, to have the minds of our children enriched with the most valuable knowledge here,—to what purpose? is the cry; a little expense, how heavily it goes off! My brethren, these things ought not so to be.

"The more liberal provision the public does make for industrious, well-accomplished, well-disposed schoolmasters, the more is the public wisdom testified and propagated. Ammianus Marcellinus, the historian, though a great admirer of Julian and of Paganism, condemns his prohibition of schoolmasters unto the Christians. But, sirs, if you do not encourage your schoolmasters, you do a part of Julianism, and as bad as prohibit them. Certainly, if something of Julianism did not prevail among us, (which among a people of our profession, is highly scandalous) we might ere now have seen, besides the petty schools of every town, a grammar school at the head town of every county, and an able schoolmaster, with an ample salary, in it, a thing so often unsuccessfully petitioned for. We hear good words now and then spoken for

the tribe of Levi, I arise to speak one for the tribe of Simeon. The Simeonites were the schoolmasters that were scattered in Israel. I assure myself that ours do watch against the 'anger which is fierce,' and 'the wrath which is cruel,' and that they use not 'instruments of cruelty in their habitations,' but prudently study the tempers of the children that they have to deal withal. Though Moses left them out of his blessing, [the tribe not having then done any thing since Jacob's dying oracles, to signalize them,] yet our own glorious Jesus has a blessing for them. They serve him wonderfully; his people will also bless them, and bless God for them, and so will I this day do for my Master in this congregation of the Lord."

FROM CHRISTIAN SONGS.

A rosy child went forth to play,
In the first flush of hope and pride,
Where sands in silver beauty lay,
Made smooth by the retreating tide;
And kneeling on the trackless waste,
Whence ebb'd the waters many a mile,
He raised, in hot and trembling haste,
Arch, wall, and tower,—a goodly pile.

But when the shades of evening fell,
Veiling the blue and peaceful deep,
The tolling of the vesper bell
Called the boy-builder home to sleep.
He passed a long and restless night,
Dreaming of structures tall and fair;—
He came with the returning light,
And lo! the faithless sands were bare.

Less wise than that unthinking child,
Are all that breathe of mortal birth,
Who grasp with strivings warm and wild,
The false and fading toys of earth.
Gold, learning, glory;—what are they,
Without the faith that looks on high?—
The sand forts of the child at play,
Which are not, when the wave goes by.

MEROPS.—"I have something to ask you," said a young eagle to a learned, melancholy owl. "Men say there is a bird, by name Merops, who, when he rises in the air, flies with his tail upwards, and his head towards the ground. Is that true?"

"Certainly not," said the owl, "it is only a foolish tradition of man; he is himself a Merops, for he would fly to heaven without for a moment losing sight of the earth." (*Lessing.*)

FOREIGN WORDS AND PHRASES.

The use of foreign words always seems to imply one of two things, that the writer wishes to display his knowledge of the language from which he borrows, or that he is ignorant of the corresponding words in English; in the former case, it is pedantry, in the latter, ignorance, and in both cases is a departure from true simplicity and elegance. A few examples will illustrate our meaning, and show the folly and the danger of the barbarous practice.

An excellent periodical, in a critical notice of Whittier's Poems, says, "The *Physique* of the book is charming." To the mere American this conveys the idea, that as a medicine the book is agreeable. The reviewer probably means that the *mechanical execution* of the book is charming, but it may be doubted whether this is a correct use of the French word.

Examples of this useless intrusion of foreign words abound most in novels and the light literature of the day. A novel before us has such expressions as these: "They have just escaped from Paris, where they had been for some years among the *détenus*," (detained.)

"If it is religion that does all that for her, it is a religion of which I can form no idea; *cela me passe*." Here the French is a mere paraphrase of the English words that are italicized, and how will the foreign words help the reader to any thing new,—but the vanity of the writer?

"She had surrounded herself with vases of flowers, to give her apartment *un air de fête*," (a festive appearance.)

In such books, a *medley* or *mixture* is a *mélange*; a *fray* is nothing short of a *mêlée*, and the *select* are not the *chosen* but the *élite*. Disputants do not differ *entirely*, but *toto cælo*, and they never begin *again*, but *de novo*, or, as some goslings prefer to say, *ab ovo*.

And yet these are called *English* sentences! We hesitate not to say that no teacher ought for a moment to countenance such works by reading them, and any one who would stoop to imitate them, is unfaithful to his trust. If he already can write pure English he needs no such *ornaments*; and if he can not write English correctly, nothing will more effectually prevent his doing so, than the use of foreign words or foreign idioms.

But our newspapers have caught the disease, and some editors who know too little of English and nothing of any other language, allow themselves to use foreign expressions, and oftentimes commit egregious blunders, without the salutary pain of knowing it. Perhaps no foreign word is so frequently spelled

wrong as *naïveté*, a word of three syllables, meaning *artlessness*, *ingenuousness*. The common error is to spell it *naïvette*. Then the pretty word *posy* has been superseded almost entirely by the French *bouquet*, or, as nine-tenths of our editors spell it, *bo-quet*. As this spelling misleads the speaker, we recommend to the pedants to spell the word *boo-quet*, before it is too late.

The most common items of news are interlarded with such barbarisms. Thus the president is never going to Washington, but he is *en route* for that city. No remark can now be made *by the way*, or *in passing*, but it must be *en passant*. A rising of the people is no longer a *mob* or a *rebellion*, but an *emeute*. Our ancestors did without *ennui* for many centuries, but their sons pretend that no English word expresses the full idea, and even Worcester has been compelled to give the word a place in his great dictionary. The difficulty of pronouncing this word more than balances any shade of meaning that it possesses over *listlessness*, *tediousness*, *irksomeness*, &c., which the best dictionaries have always given as completely synonymous with *ennui*.

Some years ago a venerable Boston editor discovered that *nous verrons* was a more expressive phrase than *we shall see*; and now every village editor, after giving his view of national affairs, gathers himself up in his arm-chair, and utters the doubtful prophecy, "*nous verrons*."

Now all this is exceedingly silly, if not positively injurious to both writers and readers. Our intercourse with thousands of teachers has satisfied us that, if they are more defective in one thing than in another, it is in ability to write pure, easy, expressive English, and this they can never acquire while they allow themselves to read inferior authors, or to expect that the use of a few foreign expressions will atone for want of sense, or neglect of style.

In infancy, the mind cannot project itself outwards, if we may so speak, so far as the eye can reach. A child may see with the eye the outline of a distant mountain, long before his mind can traverse the intervening space. But soon the mind attains a power of flight, compared with which the space travelled by the keenest eye, aided by the best telescope, is nothing. The eye, indeed, can see the remotest star, whose light, flying since the creation at the rate of 200,000 miles a second, has but just reached the earth; but all this is but a hand-breadth compared with the depths in the abysses of space, through which the adventurous mind can wing its flight.

WISHES *vs.* WANTS.

A teacher of a High School lately returned a number of this Journal, with the remark, "*not wanted.*" We hope it is not *wanted*. The same day, we noticed, with regret, that the Journal of Health and Practical Educator, which has been published in Boston for three years, is to be discontinued for want of patronage, and in consequence of unpunctuality of subscribers in the payment of their subscriptions. Teachers will not awake to their duty in regard to Educational Journals, until the discontinuance of them all obliges teachers to feel how much they are indebted to such publications. If the great cause of education can go on without the aid of the Press, it differs from all other good causes. It is evident that the condition of teachers has been essentially improved by the constant appeals that have been made to the public in their behalf, and we see nothing to prevent a relapse into the deplorable apathy which prevailed ten years ago, if the teachers who, because they do not *wish* for these Journals, are led to think they do not *want* them, and so allow them to die through want of that support, which, divided among the whole profession, would not be felt. When the venerated Anaxagoras was dying from neglect and inanition, Pericles called on him and deeply lamented the loss which Athens was about to suffer from the death of its most virtuous citizen, and which he was about to suffer by the death of his most valued friend. "O, Pericles!" said the dying philosopher, "They who wish to keep a lamp alive must not forget to supply it with oil."

The moment a pupil understands the truths and the spirit of his lesson, he feels a lively pleasure in the knowledge acquired. The intellectual effort is his own; the satisfaction experienced is the reward given by nature for the effort. He has done his work and got his pay. No one else can pay so well as nature. Hence no adventitious rewards are so good as her real ones.

On every subject of health, intellect or morals, a true path has been marked out for us by Divine wisdom. While we travel on this path, not only safety but enjoyment surrounds and fills us. But on each side of this path is forbidden ground, and here the arrows of the Lord are flying in perpetual volley. These arrows are not aimed at Mr. A. or Mr. B. in particular; but at whomsoever is found diverging from the excellent way, which Omnipotent Wisdom and Goodness has prepared for him.

The English antiquarian, Stowe, spent his life and his patrimony in travelling over England on foot, inspecting all the curious monuments of antiquity, and recording the result of his researches in numerous volumes which have been preserved to our times. At the age of eighty years, worn out by study and by the anxiety which poverty too often engenders in educated minds; neglected by the kingdom, whose chronicles he had registered; and by the city of London, which he had minutely described; he petitioned King James the First for a license to collect alms, "as a recompense for his labor and travel of forty-five years, in setting forth the chronicles of England, and eight years taken up in the survey of the cities of London and Westminster, towards his relief, now in his old age; having left his former means of living, and only employed himself for the service and good of his country." Letters patent, under the great seal, were granted, in which after faint commendation of Stowe's labors, he is permitted "to gather the benevolence of well-disposed people within the realm of England, to ask, gather and take alms of all our loving subjects." These letters patent were to be published by the clergy from their pulpits, but they produced so little, that they were renewed for another twelvemonth. One entire parish in the city of London contributed only *seven shillings and six pence*. Thus the patronage received by Stowe was,—to be a licensed beggar throughout the kingdom for two years! The venerable historian died in London in 1605. His chronicles were printed in one folio volume, and his history of the metropolis in a quarto.

PARENTAL TEACHING.—If parents would not trust a child upon the back of a wild horse without bit or bridle, let them not permit him to go forth into the world unskilled in self-government. If a child is passionate, teach him, by gentle and patient means, to curb his temper. If he is greedy, cultivate liberality in him. If he is selfish, promote generosity. If he is sulky, charm him out of it, by encouraging frank and good humor. If he is indolent, accustom him to exertion, and train him so as to perform even onerous duties with alacrity. If pride comes in to make his obedience reluctant, subdue him, either by counsel or discipline. In short, give your children the habit of overcoming their besetting sins. Let them acquire from experience that confidence in themselves which gives security to the practised horseman, even on the back of a high-strung steed, and they will triumph over the difficulties and dangers which beset them in the path of life.

—*Maine Democrat.*

DOUBLE YOUR MONEY.—By taking an interest in your schools and your children's proficiency, you can double the value of your school money and make one dollar worth two. Let the children see that their parents feel a deep interest in their improvement and they will be likely to feel the same. Talk with them,—see if they learn thoroughly,—encourage them, and always visit the school. Half a day spent for that purpose will be worth more than a five dollar bill to lengthen out the school. Why not make the most of your money?—*Ibid.*

A FACT WITH A MORAL.—A celebrated artist, in one of his rambles, met with the most beautiful and interesting child that he had ever seen. "I will paint the portrait of this child," he said, "and keep it for my own; for I may never look upon its like again." He painted it; and when trouble came, and evil passions moved his spirit to rebel, he gazed upon the likeness of the boy, and passion fled, and holier thoughts entranced his soul. Years passed away, and at length, within a prison's walls, stretched upon the floor of stone, he sees a man, stained with blood, with glaring eyes and haggard face, and with demoniac rage, cursing himself and his fellow beings, and blaspheming God, as he lay waiting for the moment of his execution.

The artist transferred his likeness also to the canvas, and placed it opposite the child's. How striking, how complete the contrast! The angel boy,—the fiendish man!

What must have been the feelings of the artist, when, upon inquiry, he ascertained that both the portraits he had made, were of the same individual! The beautiful, the innocent child, had grown into the hideous, the sinful man!—*Ibid.*

BOSTON MUNICIPAL COURT.

The following report was made by the Grand Jury at the close of their labors for the present term:

"TO HIS HONOR THE JUDGE OF THE MUNICIPAL COURT.

"The Grand Jury having brought to a close all business submitted to them for their term of service, would, upon taking leave of the Honorable Court with whom they have been connected for the past six months, report a brief summary of their doings, observations and experience.

"They have investigated 708 cases, which have caused the

examination of 2084 witnesses, and the finding of 594 bills of indictment.

"The Grand Jury would express their regret that so large a number of indictments found by them, have been against minors, who are, without doubt, led astray to wickedness and crime by the negligence of their parents, in not keeping them at school, and from idle habits. It seems to the jury that some law should be enacted to compel a more strict parental discipline, and thus relieve our Courts from the labor and expense occasioned by this class of offenders.

"Much testimony has been brought to the jury indicative of the vagrancy and viciousness of youthful females about the streets and wharves of the city, which calls for some special action of the authority and citizens, and the jury are led to believe it would be a judicious measure to establish a house and school of reformation for girls, similar to that now in operation for boys; to reclaim them from vagrancy and crime, and secure to them the influence of moral and industrious habits."

It is to be hoped that the Legislature will give no slumber to their eyelids until a State Reform School for girls is established. Must the State always wait until some individual provokes it to beneficence?

SCHOOLS IN INDIANA.—At the last State election in Indiana, a vote was taken on the question of establishing free schools, with the following result:—Whole number of votes cast, 141,132; in favor of free schools, 78,967; against them, 62,475; majority in favor, 16,492.

As Indiana is a free State, it is an interesting inquiry, why more than sixty-two thousand voters should be opposed to a system of free schools! We should as soon think of their voting against free air.

FREE COLORED SCHOOLS IN LOUISIANA.—The House of Representatives on Saturday last passed a bill appropriating annually the sum of one thousand dollars for the support of schools for free children of color. Up to this term the free people of color have contributed their full share of taxes for the maintenance of the public schools, without in the slightest degree participating in their benefits. This is great injustice, compatible neither with Democracy nor Republicanism, as Mr. Pille observed. Not an inconsiderable portion of the taxation is borne by the free people of color,—the public schools are closed to them, although their property is burdened for the support of that institution. This is not equitable on

the part of the stronger toward the weaker class. The bill is now before the Senate, having passed the House of Representatives, and it is to be hoped that the Senate will deem it, as the House has done, a mere act of justice, to say nothing of the general good to be derived from spreading the blessings of education among a class of people, who have always been true to the State and faithful to their public duties whenever called upon to discharge them.—*N. O. Courier.*

CHEAP POSTAGE.

We hope our subscribers will not be behind any citizens in demanding the lowest rates that have been named by the most radical. The postage tax falls heavily upon the poorer classes, but it can be easily shown that, in proportion to their means, the poor pay more of the tax than the rich do. If the revenue suffers, let it be remembered that it is derived from a tax on articles imported, and the middling and lower class, thanks to that law of our nature which connects appetite with labor, eat more than the rich, and often dress more expensively. Let the revenue, then, pay the postage, if there be any deficiency, and let the rate be made as low as is consistent with the checking of abuse.

One project that we have seen, proposes that the postage on newspapers shall be *prepaid* at the office. Against this we hope the press will rise up as one man, for such an arrangement will kill half the papers in the country, and give the monopoly to a few capitalists. We consider *cheap postage* akin to *free schools*, and we earnestly call on the friends of the latter to contend earnestly for the former.

LITERARY NOTICES.

We call the attention of Teachers to the SCHOLAR'S PENNY GAZETTE, a child's paper, published in Boston by Messrs. A. FITZ, and L. F. FORREST. We know nothing of the kind that has ever put so much life into the schools, or that is so well calculated to aid the teacher in awakening virtuous emulation and useful industry among his pupils.

W. B. FOWLE'S NEW OUTLINE MAPS.—This series consists of eight maps, viz: The Eastern Hemisphere, Western Hemisphere, United States, North America, South America, Europe, Asia and Africa. The maps are about two and a half feet square, beautifully colored, and neatly put upon substantial cloth.

In preparing these maps, the author has aimed to give a bolder, more correct, and more distinct outline than has hitherto been presented; and while the common schools will be furnished with all they want, we mistake if the maps may not be used with much benefit for reviews in our high schools and academies.

The price is only half that of the cheapest series that has yet been published, and it is now believed that no district school will any longer be allowed to want so important an aid to the teacher. The key which accompanies the maps, contains small maps exactly corresponding to the large ones, and is in fact a complete geography, with explanations of the maps and instructions for the use of them. Orders first sent will be first attended to, and they should be directed to the author, at this office.


Fowle's Great Outline Map of Massachusetts is for sale at the same place, and with the Series is all that can be desired for our district schools. If the series is used in other States, Outline Maps of those States will be prepared and sold separately. The Map of Massachusetts is in all the Grammar Schools of Boston. It is accompanied by a key, which describes every town in the State, and contains a map of every county to correspond with the Great Outline Map.

The BOSTON ALMANAC for 1849, contains a very interesting description of the Boston schools. As we intend to give a more particular notice of this valuable number of the Almanac, we shall now only invite the attention of teachers to it, advising them by all means to secure a copy of it.

We thank the editor of the Maine Democrat for his kind notice of the Journal, and we wish we could pay him better than by borrowing, as we do in this number, some of his jewels.

TO SUBSCRIBERS.—As the subscription for this Journal is payable in advance, we hope that the amount due will be remitted by mail without delay, that we may be saved the expense of a special collector.

Committees have very properly begun to ask the applicants for their schools, "What works on education have you studied? What educational journals do you read?"

 *All Communications, Newspapers, and Periodicals, for the Editor, should hereafter be addressed to Wm. B. Fowle, Boston.*

[THE COMMON SCHOOL JOURNAL will be edited and published, semi-monthly, by WILLIAM B. FOWLE, No. 138½ Washington-street, up stairs, (opposite School-street,) Boston. Price, One Dollar a year, payable in advance.]